DOCUMENT RESUME

ED 127 570 CS 002 885

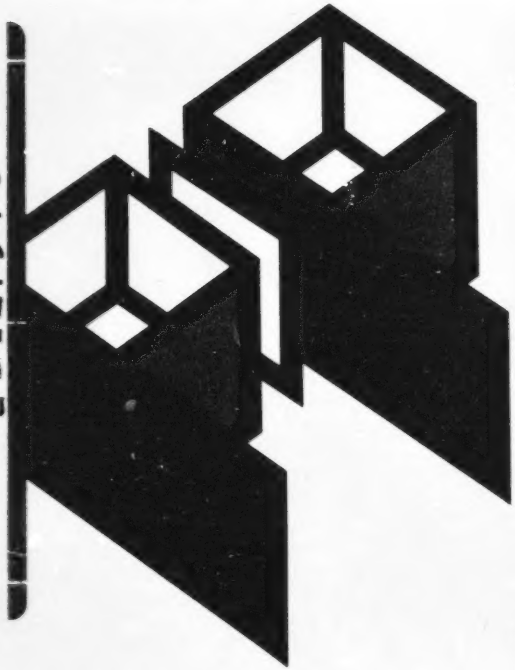
TITLE	Project Information Packages: Overview.
INSTITUTION	RMC Research Corp., Los Altos, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
CONTRACT	300-76-0002
NOTE	8p.; See related documents CS 002 886-892
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Cross Age Teaching; Elementary Secondary Education; *Mathematics Instruction; Program Descriptions; *Program Development; *Projects; *Reading Programs; Remedial Instruction; Social Studies
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I; *Project Information Packages

ABSTRACT

This brochure describes a new series of Project Information Packages, a U.S. Office of Education response to the need for a systematic approach to disseminating exemplary projects. The packages describe procedures for developing the necessary administrative support and management framework, as well as instructional methods and techniques. The six packages include Project Catch-Up, a reading and math project for children in kindergarten through sixth grade; Project Conquest, reading project for students in second grade through sixth grade and for first-grade repeaters; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders; Intensive Reading Instructional Teams, a reading project for third graders and for some fourth graders; Programed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, math, and social studies for junior high school students. Materials available for selecting a project and those included in the packages themselves also are described. (AA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED127570



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Project Information Packages

Overview

Prepared by RMC Research Corporation

Under U.S. Office of Education Contract 300-76-0002

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402. Per 8-part set; sold in sets only.
Stock Number 017-080-01518-8

The work presented or reported herein was performed pursuant to a Contract from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Project Information Packages

a *new* approach to disseminating successful educational projects

Project Information Packages (PIPs) for six exemplary projects serving underachieving students are now available to qualifying school districts. Each package of manuals and materials explains how to establish a successful project in your district.

The PIPs represent a U. S. Office of Education response to the need for a systematic approach to disseminating exemplary projects. The six projects were selected for packaging in a nationwide search. They were chosen on the basis of their exceptional effectiveness in meeting the needs of children, and have all been approved for national dissemination by the Office of Education Dissemination Review Panel.

PIP Concept

Project information packages are guides to installing *complete* successful projects. They represent a new concept in packaging real-world educational projects because they describe the procedures for developing the necessary administrative support and management framework as well as the instructional methods and techniques. They permit adopting districts to capitalize on the experience of the originating districts, replacing years of development effort with a few months of start-up activities.

The PIPs are not grab-bags of educational gimmicks. All of the projects use methods whose value has been demonstrated in many situations. What makes the packaged projects unusually effective is the application of these proven teaching approaches within successful management systems. The goal of the PIPs is to insure project results by conveying to adopting districts both the instructional and the management activities that have consistently led to success.

PIP Contents

Each PIP contains manuals and other materials fully explaining the roles and responsibilities of all major project participants. The contents include not only teachers' guides, but also management manuals, calendars, resource lists, evaluation guides, training handbooks, and community relations materials. The descriptions are detailed enough to enable adopting schools to carry out all aspects of planning, starting, and operating the projects.

PIP Experience

PIP projects have been thoroughly tested in a variety of schools across the country. The tryouts confirmed that school districts with suitable resources can adopt projects successfully by following PIP guidelines. Not only did the projects operate effectively, they also inspired feelings of pride and "ownership" reflected in the enthusiasm of adopting district personnel. Revisions suggested by the tryout schools have resulted in clearer and more usable PIP materials.

the six packaged projects

While the six PIP projects differ widely, all require highly qualified and motivated project directors and employ other special project staff members. All provide for in-service training and make use of special instructional materials. All but R-3 were developed with ESEA Title I funds.

The following sketches give concise project overviews. The chart on the facing page allows quick comparison of major project features.

Project Catch-Up . . .
is a reading and math project for children in kindergarten through sixth grade. A wide variety of commercial materials is used in daily sessions lasting from 20 minutes to an hour. Instruction takes place in an attractive, unstructured environment with a very low student-teacher ratio. Teachers diagnose student needs and prescribe activities to meet them.

Project Conquest . . .
is a reading project for second through sixth graders and first-grade repeaters. The low student-teacher ratio allows individualized instruction based on careful diagnosis. Students work in individual carrels with a variety of commercial materials and equipment in daily 50- to 60-minute sessions.

High Intensity Tutoring (HIT) . . .
is a cross-age tutoring project involving sixth, seventh, and eighth graders. Older students tutor younger ones daily in reading and math using programmed and drill materials. Tutoring is fast-paced and intense. Teachers and aides monitor tutoring, distribute rewards, and keep detailed records in order to control the student error rate.

Intensive Reading Instructional Teams (IRIT) . . .
is a reading project for third and some fourth graders. It features individualized instruction based on careful diagnosis made possible by low student-teacher ratios and a wide variety of commercial and teacher-made materials. IRIT employs a team teaching approach and intense instruction. Students participate three hours a day for 10 weeks.

Programed Tutorial Reading (PTR). . .
is an individualized tutoring program for first graders having difficulty learning to read. Each child has a daily 15-minute session with a tutor who follows a highly structured instructional sequence geared to the basal reading series used in the classroom.

Project R-3 . . .
is a motivational program in reading, math, and social studies for junior high school students. It involves all seventh graders and serves them as they proceed through the eighth and ninth grades. Gaming, simulation, individualized instruction, learning contracts, and two- or three-day field trips motivate students to higher academic achievement.

	Subject Area	Grade Level	Daily Instruction	Instructional Methods	Instructor/ Student Ratio	Other Features
Catch-Up	Reading, Math	K-6	20-60 min.	Diagnostic prescriptive, variety of materials	up to 1:5	Staff works mornings only, free atmosphere
Conquest	Reading	1-6	50-60 min.	Diagnostic/ prescriptive, variety of materials	1:6	Highly structured, students in carrels
HIT	Reading, Math	6-8	30 min. per subject	Tutoring, using drill and programmed materials	1:1	Student tutors; rewards for tutors and tutees
IRIT	Reading	Predominantly 3, some 4	3 hrs./day for 10 wks.	Diagnostic/ prescriptive, variety of materials	1:15	3-member teams, 3 hrs. planning daily
PTR	Beginning Reading	1	15 min.	Individual programmed tutoring	1:1	High school student or adult para-professional tutors
R-3	Reading, Math, Social Studies	7-9 sequential	Three class periods per day	Variety of innovative techniques, individual and small-group instruction	1:22	Gaming and simulation, home visits, overnight field trips

a closer look

To adopt a PIP project, a district must first select an appropriate project and apply for the corresponding PIP. The following sections describe materials available for selecting a project and those included in the PIPs themselves.

Selection Materials

Analysis and Selection Kit (ASK)

The ASK provides a detailed comparison of the packaged projects. In addition to this overview booklet, the ASK includes a project description booklet for each of the six PIP projects, and a *Project Selection Guide* describing important considerations in choosing a project.

Project Orientation Materials

Once a tentative selection is made, a filmstrip/cassette tape presentation of the project can be ordered along with handouts for parents, teachers, and administrators, a project poster, and a guide for using the materials. These materials have a three-fold purpose. First, they are used to generate interest among the school board, school personnel, parent advisory committees, and others involved in the final decision. The second use is for orientation during initial staff training. Finally, the materials are suitable for presenting the project to parent and community groups once the project is begun.

PIP Application Materials

A booklet on application procedures and a budgeting workbook will be sent to districts applying for PIPs. The workbook allows the district to prepare a detailed estimate of the starting and operating costs for the selected project.

PIP Materials

Project Director's Materials

The Project Director's Materials contain the information the director needs to start and operate the project. A "Project Management Directory" describes, in sequence, all management tasks. A "Materials/Equipment Package" lists the materials and equipment needed for the project, where they can be purchased, estimated costs and quantities, and lead times needed for ordering. A "Project Management Calendar" lists all major management tasks and the times they should occur. The "Training Manual" describes the training needed for project staff and provides formats and agenda. A copy of the "Teacher's Manual" is also included for the project director.

Teachers' Materials

The Teachers' Materials include a "Teacher's Manual" to be used in initial training and as a reference during operation. Some PIPs also include special materials developed in the originating district. For the projects in which teachers are involved in ordering commercial materials, ordering information is included. The PIPs do *not* include the commercial learning materials needed in the projects.

Materials for Other Staff

For those projects in which auxiliary personnel are extensively involved, materials containing the information they need to perform their roles in the project are included.

Adopting District Commitment

Successful adoption requires that a district be deeply committed to the PIP project. PIPs are intended for districts that are willing to try a fresh approach, something different from their current programs. According to tryout districts, the value of a PIP lies in the detailed guidelines it contains for installing a successful project in its entirety, but installing a new project intact means that districts must either be able to *obtain new funds* or be willing to *reallocate existing funds.* Even with new funds, a supportive administration is vital, but an especially high level of commitment is needed when implementation involves reallocating existing funds, displacing current staff, or otherwise interrupting ongoing programs.

When applying for a PIP, a district will be asked to give assurances that it has the need and capability to install the project as a whole and that it approves of the project's approaches and requirements. Assurances will also be requested that a project director, known and respected in the district, will be appointed in time to start project planning in the spring, and that he or she will be given the explicit authority to follow the guidelines in the PIP.

Obtaining a PIP

The procedure for a district to obtain a PIP begins about a year before implementation and involves eight steps:

1) The district uses the PIP Analysis and Selection Kit to make a tentative selection of the project most appropriate to district needs and capabilities.

2) The district orders the "Project Orientation and Proposal Preparation Materials" for its chosen PIP project.

3) The district identifies the potential project director.

4) The project orientation materials are used in the district to demonstrate the desirability of the project and secure support from decision-makers.

5) The district obtains or allocates funds for start-up and operation of the project.

6) The district completes an application for the appropriate PIP, indicating it has the desire and capability to follow PIP guidelines.

7) Upon approval of the application, the district and the disseminating agency complete a PIP implementation agreement.

8) USOE sends the PIP to the district in early spring for fall implementation.

☆ U.S. GOVERNMENT PRINTING OFFICE : 1976 O - 201-299